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New York, February 16, 1884.

IT is as much the duty of teachers to study the nature of children as it is to instruct. Indeed there is but one way to reach successfully that mysterious entity, the mind, and that is by natural avenues. Approach by other roads is offensive trespass; the receptacle is closed against it and the proffer rejected. Hence, nothing is gained by coercion. The process may be submitted to, but the result is unnatural, therefore a deformity. Is it not high time that our practice should be consistent with our theory.—*Arkansas School Journal.*

THAT by which a boy is controlled is his heart. With your grasp gentle and firm on that helm, you may pilot him whither you will. Never doubt that he has a heart. Bad and willful boys very often have the tenderest hearts hidden away somewhere beneath incrustations of sin, or behind barricades of pride. And it is your business to get at that heart, to get hold of that heart, keep hold of it by sympathy, confiding in him, manifestly working only for his good, by little indirect kindnesses to his mother or sister, or even his pet dog. See him at his own home, or invite him to yours. Provide him some little pleasure, set him to some little service or trust for you, love him, love him practically. Anyway and everyway rule him through his heart.

"DISCIPLINE is made up of minute formalities. When the teacher has learned to repress his inclination to scold or punish, and acquired the habit of noting the manner of performing the smallest formalites, he is on the road to success."

"Every one can acquire the power of ruling others by steadily setting himself to work to do so, by thinking well over his orders before giving them, by giving them without faltering or equivocation, by determining in whatever case and at whatever cost to see them obeyed, and, above all, by taking care that they are reasonable and right, properly adapted to the nature of childhood, its weakness and its needs."

"IT takes so little to make a child happy that it is a pity in a world of sunshine and pleasant things that there should be any wistful faces, empty hands or lonely little hearts."—L. M. ALCOTT.

THE public schools asssuredly are not without the fundamental principles of morality, both in example and precept. An immoral character or conduct, or profane and indecent language is a sufficient cause for the trial and dismission of a teacher. And are not the pupils required to be truthful? Are they not urged to be honest and upright and honorable in conduct? Do they not find their readers crammed with lessons of purity, of self-denial for the sake of principle, of devotion to duty, of the nobility of manhood and the beauty of a virtuous and useful life? The best and purest thoughts of the truest men and women make up these reading books, and the moral influence on these young and impressible minds is often as lasting as it is gracious. Many and many a teacher is as conscientious as zealous in training the moral character of his scholars. The State does not, indeed, pretend to be religious; nor is it necessary that it should. Religion is the supplementary training that properly belons to the church, the Sunday-school and the family. Let nothing rob the family and the church of this sacred trust. If the public school takes care of the brain and the family of the heart, the country will be safe.—*The Christian-at-Work.*

THE National Education Bill appears to rest on a sound principle. The idea underlying it is that the education of the people is not a matter of State concern merely, but comes fairly within jurisdiction of the National Government, so far at least, that if States neglect, or be unable to deal efficiently with it, it is at once the right and duty of the General Government to lend its aid. A system of government like ours does not permit one section to suffer long from any cause without entailing evil consequences more or less serious, upon the others. What it means to the general prosperity of the country, to have a large portion of the population growing up without an opportunity of acquiring even a rudimentary education, is sufficiently shown by the fact that more than a million ballots were cast at the last election for President by men who could not read the names of the candidates for whom they voted. A nation whose destinies are swayed by an ignorant suffrage is on a road which leads to ruin. Not only is the principle right on which this bill is founded, but the proposition to obtain the necessary funds by setting aside the net proceeds of the sales of public lands and of patents, for the purpose is good, because it avoids the resort to taxation. There is a certain fine appropriateness, furthermore, in consecrating the money received from these two sources, both of which are intimately connected with the expansion and prosperity of the country, to an object designed to secure the permanence of those institutions and influences on which our only hope of enduring national life rests.—*Ex.*

IT is reported that all the scholars who graduated from the Yorkshire school of cookery last spring have found places at salaries ranging from $350 to $500, and the English papers begin to think that a new industry for women has been discovered. This is but one of countless examples going to show how quickly every advance in civilization is followed by a corresponding raising of the world's standard in all departments of life. The influence of each advance is felt everywhere; in the kitchen no less than the palace. When the world takes a step forward and obtains better scholarship it is not satisfied, but immediately demands better cookery. If the university, the pulpit, the press have improved, so must the shop and the street. Thus education cannot be merely or solely intellectual; it is so far reaching that every material interest is affected by it. When teachers cultivate the mind they set in motion a force that will sooner or later be felt in the market for manual labor. Wider intelligence results in more refined tastes, in more rational living and healthier appetites; it increases efficiency and the power to gratify these tastes. To know of better things is to want them, and to obtain them is to know of still better. The higher people rise in cultivation the better they understand that the best is cheapest. The electric light is cheaper than the candle; steam is cheaper than horse-power; it is cheaper to ride than walk, cheaper to be well than ill, to be well dressed and well fed than to be ill-dressed or fed. Consequently the "best" appreciates in the market. The price of good cooks advances with the price of good teachers; the influence, moreover, reacting to the benefit of the teachers and those who originated it.

Not only is this advance attending education; a relative one, it is absolute. It compels people to recognize at every step and on every hand the value of training and of brains: and to just the extent that these factors enter into one's work, is the work elevated above its mere technical limitations. The trained and intelligent cook is not only more highly valued as a cook, but respected and esteemed as an accomplished person. The laborer, mechanic and artisan who *thinks*, not only receives higher wages because of his own and the general intelligence, but his standing as a man is absolutely higher than before, and higher than that of the professional man who does not think.

For the SCHOOL JOURNAL.

LETTERS FROM NORMALVILLE.—NO. XIV.

IMPRESSIONS OF VISITORS.

Scarcely a day passes on which one or more visitors do not visit the school. These visitors are friends of the New Education, coming to rejoice over the success it is making, and opponents, come to pick flaws if possible. On one day a delegation from the staff of the Chicago *Tribune* honored the school with its presence. On another day, quite lately, a bevy of Chicago teachers came out to "pick up some ideas;" while Professor M——, from the Training Department of the Normal School at Normal, Ill., 160 miles away, came up to see whether there was much of anything new in this New Education.

For the sake of convenience we will imagine all these good folks present upon a certain Monday not many weeks ago. It is a pleasant winter morning, and every one appears to be in excellent spirits. The Chapel exercises, held at 9:30 o'clock, are attended by all visitors, and so our delegations upon this particular morning walk into chapel and sit upon the rostrum.

Herr Huxmann, lately from Germany, leads in singing three songs from the Franklin Square collection, after which Colonel Parker rises and reads in a slow and exceedingly impressive manner these words: "Verily, I say unto you, whosoever shall not receive the kingdom of God as a little child, shall in no wise enter therein;" and then the whole school join in repeating the Lord's prayer. The opening exercises through with, the Colonel calls for news. On this morning a map of Egypt has been drawn on the black-board by a member of the D Class, to show the exact situation of the Egyptian question.

Various questions are asked by Colonel Parker relative to the subject, such as: Who is El Mahdi? who can give his history? who can tell about the succession of the prophets? why is England so interested in the matter? etc. These questions having been answered voluntarily (as they always are), a member of the Faculty rises and explains the situation in detail. Questions on other topics of the day are asked for, and responded to from all parts of the house. One has read of a great fire; another of a great accident; another tells the latest stage in the Franco-Chinese difficulties; another has gleaned an important item relative to the percentage of ignorance in the various States. All the while Colonel Parker keeps the spirits of everybody in excellent condition by his running fire of witty sayings and appropriate jokes. The news of the day having been disposed of, sentiments are called for. Of these there is never a lack. The Colonel delights in studying the taste of the pupils, as judged through the sentiments they offer. He delights in amending, opposing, receiving, and in annotating all sentiments offered, much to the satisfaction and pleasure of those present. These sentiments are usually on subjects in close accord with the New Education, such as *education*, *duty*, *honesty*, *work*, *self-respect*, etc. Ten o'clock having arrived, all the pupils, except the A Class (seniors), are dismissed with a "Good morning." The Colonel then comes down from the rostrum to the A Class, and says: "Let us see whether we cannot do a little better work to-day than we have ever done before. Let all assistants take part in the exercises (gymnastics) and in the lessons. Get down to the children. Love the children. Sink yourselves in them. Let each section be a mutual improvement company for the good of the children. Good morning." For one hour there is practice-work all over the building. Twenty minutes are devoted to reading, twenty minutes to writing or drawing, and twenty minutes to numbers (arithmetic).

Our visitors pass out of the audience hall to see what they *can* see. (Some see a great deal and think they see little, while others see little and think they see much.) On the way down stairs Mr. G——, of the *Tribune*, says to Mr. L——: "I was very much pleased with the news feature of the exercises. They learn to appreciate the great outside world, a fact which will prevent their getting into narrow ways of thinking." Mr. L—— replies that he heartily agrees. Mrs. L—— is heard to remark to a lady friend, that she never was in a school where the students seemed to be so fearless in speaking and so unconscious of themselves.

Guided by Colonel Parker, they have reached the lower floor, where the primary pupils recite in groups of five or six to each pupil-teacher. (Note. During the other part of the day, two hours in the forenoon and two hours in the afternoon, all pupils in the primary and grammar grades are under the instruction of members of the Faculty, skilled teachers.) The first class observed is one composed of five little girls, who are learning to read. The teacher is trying to have them learn the word *white*. First she talks with them about different objects that are white. She asks them the color of the snow; of this piece of paper; of this envelope; of this dove, producing here a stuffed dove taken from the museum (kept for the purpose). This object attracts the attention of the children, and all talk about it. They handle it and tell her what they please until, their curiosity being somewhat satisfied, she asks them such questions as: What kind of wings has the dove? what colored neck? head? tail? To which they reply, the dove has white wings, a white neck, a white tail. The teacher writes their answers on the black-board. She passes the pointer swiftly over the sentences as a whole, not stopping to dwell on the words, and they have learned with little effort not only the word white, but the word dove. Our visitors pass quickly to several other classes, as the time for reading has almost passed. Here they see a class grappling with the words, "I see a dog," it being the first time they have seen these words. Here is a live dog in class. In another class, of higher grade, the pupils are reading to one another in their natural talking tones. The piece is of the dialogue kind, and each has a part. In the grammar department are found classes reading from such books as the "Fairy Land of Science;" the "Geographical Reader;" "The Boys of '76;" the different kinds of readers, and the daily newspapers, as well as magazines for the young. Wherever the lesson admitted of it, objects were in the class; drawings were on the black-board, and hard words were developed. The bell rings, and the classes change, those in primary grades writing today, while those in the grammar grades draw. The line of work in drawing has been to draw, first, vertical, horizontal and oblique lines, perfectly enough to pass the examination of the teacher of the drawing department, after which these lines are combined to make all sorts of objects, as seen in flat copies. After this, objects made by the pupil-teachers are the models from which the pupils draw. (Colonel Parker believes that pupils, young or old, should be set to work upon objects first. In this he is opposed by all drawing teachers.)

The first drawing lesson observed by our visitors to-day is the representation of the North Church in Boston, drawn and cut from card board. It is well-represented on the board by the amateur artists. At another board another group is busily engaged trying to imitate a model made by their teacher. It represents in proper colors a brick chimney with its broken joints. On another board houses, fences, trees and swings appear, all colored with their proper crayon. And so the visitors pass quickly from one group to another over the building until the primary department is reached, where the little folks are found busily at work making an i, or u, or w, x, v, z, n, m, etc., in that order. They practice on one letter until marked 2, when they pass to the next. All are busily at work. The bell rings and all is apparent confusion as forty classes change places. A room is entered to witness what takes place in number. There are four classes in this room, arranged in two sections. All four of the classes first go through with gymnastic exercises given by one of the pupil teachers, and then take their places for work. In one corner are three girls and two boys, of average age, eight. They are being taught to add and subtract 8 and 9 to and from numbers less than 19. They always use objects of different kinds in this work. The work is quick and accurate. The attention is held. All are interested. In another part of the room a class of higher grade is learning something about fractions, not from books. O, no; the children seldom see them. Neither from rules or definitions, but from objects. There are knives on the table and seven apples. Each pupil is given an apple and requested to cut it into halves. He does so. He is requested to write the result on a piece of paper, which he does. The apple is next divided into fourths and eights, then put together, and the relation of the parts studied and represented on paper.

Another class in fractions is having simple original problems given, which are verified with strips of paper, which are folded to show halves, quarters, thirds, etc. The bell rings, and our visitors pass up stairs to observe a class in criticism very similar to the one described in Letter 13. After the criticism the whole Class A engage in gymnastic exercises for 15 minutes. Then they go to the drawing class, where the visitors see a hundred pupils trained at one time to draw lines preparatory to map-drawing. At 12.30 the first half of the day is ended. In the afternoon the class in psychology is visited, after which Mrs. Parker's class in elocution is observed. The latter is quite important, as the Delsarte system of expression is made the foundation upon which to build voice culture. Pupils are not apt at first to perceive the great influence the breathing and physical exercises connected with the system have upon their bearing and voice capacity. Gradually they are led to perceive it. To visitors the exercises, as upon this day, seem rather trifling unless the visitors be alive to their importance. A good voice and carriage in a teacher is of incalculable value. At 3.30 the duties of the day are over, and our visitors prepare to leave. Before going I hear one of the gentlemen say, that for the genuine training of teachers how to teach, he does not believe there is a Normal School in the country that precedes this one. All seem to be impressed with the idea that there is something different here—a peculiar spirit working from principles, entirely different—a love for one another, and for the work—a harmonious putting of the shoulder to the wheel upon the part of Faculty, pupil teachers, and pupils throughout the building altogether, as one expressed it, "truly remarkable."

I. W. FITCH.

For the SCHOOL JOURNAL.

SCHOOL EXAMINATIONS.

BY A. M. B.

Two weeks from the beginning of the term our little ten year old came home wonderfully elated, and exclaimed, "Ma, we are going to have examination to-morrow in geography and grammar. Ma, what is a system?"

The utter nonsense and waste of precious time by teachers of inexperience in the attempts to imitate the style of advanced schools, in history, boundaries, soil, occupations, etc., with a class of young children without previous preparation or practice are obvious. Such questions would be appropriate for pupils of experience, or for those who had studied or discussed such topics. Better teach the location of home towns and counties and their surroundings, and give examinations on them before sending pupils into unknown and unexplored fields.

No examination, is preferable to that which does not leave a lasting impression upon the pupil. The object of examination is to refresh the mind with reasonable and natural reflections on the subjects already analyzed, and in the possession of the pupil. A thought gained to-day, deepened by repetition, and expanded by additions and discussions on succeeding days, will prepare for any examination. Every teacher should have frequent talks with the pupils. Children are naturally social; draw them out and teach them how to think for themselves, and how to express themselves correctly. Such are examinations in fact, and pupils enjoy the results.

For the SCHOOL JOURNAL.

HOW OUGHT I TO TEACH?

BY PRESIDENT JEROME ALLEN, St. Cloud, Minn.

Thousands of teachers are asking this question with the earnestness of true learners; for we are in the midst of an educational revival. The spirit of inquiry is aroused, and the work of study and improvement is commencing in good earnest. An awakened teacher says to himself: "I am convicted, convinced, and, as far as I see, converted." It is to such *converted* teachers I write. You ask what ought I to do"? I will answer.

1. Be truly practical. Your work is to strengthen the moral, mental, and physical powers of your pupils—not to keep school. The education of a child should prepare it for discharging the duties of a mature life.

2. Recognize that it is *interest* that quickens and invigorates the mind? Borrow from the workshop and study the arts and ways of practical men. The rich stores of knowledge are all around you, begging to be used. Your children deserve to be put into communication with this wealth. *Bring it to them!* Their happy faces will beam with an intelligence that will pay you infinitely more than the dollars of your salary. Do not think about rules and regulations and time-honored customs. Ignore fossiliferous knowledge, and make haste to get into mental sympathy with your pupils. They have had enough of routine. They have sat still, with folded hands, sufficiently long. Let alone telling about the importance of time, the necessity of being good; ignore all "goodish" advice. Commence to-morrow morning the doing of that which they like to do the best. Tell them what will most *interest* them. When you give them something they like to use, either with their fingers or tongue, they will be the most impatient beings on earth until it is used. Activity is the law of their being, mentally and physically, and it is by acting in the line of this law that they are to be educated.

3. Study the mind; it is mostly with this you will have to do, for even the body is educated through the medium of the intellectual powers. The engineer studies the locomotive, and knows every valve, wheel, and bolt in all of its intricate mechanism; the captain knows every part of his ship, from topmast to keelson; the skillful surgeon knows every nerve, bone, blood-vessel and organ in the entire body. The mind is your study. Dr. Haven most aptly says: "The mind of the pupil is to him the instrument on which he is required to play—a curious instrument of many and strange keys and stops—capable of being touched to wonderful harmony and to fearful discord; and to handle this instrument well is no ordinary acquirement. What shall we say of the man who knows nothing of the instrument, but only the music to be performed—nothing of the mind to be taught, but only the knowledge to be communicated? To know the mind that is to be taught, how to stimulate, how to control, how to encourage, how to restrain, how to guide and direct its every movement and impulse, is not this the very first and chief thing to be known"?

But I hear you say: "Psychology is a dry study, I can never understand Mill or Hickok, or Hamilton or Locke." Well, be this so, though there are many difficult questions connected with this subject, its known principles are easily understood. These steps you can understand. First, the mind receives all its ideas through the medium of the six senses; it has no other means of knowing but through these avenues. The eye does not *see*, the ear does not *hear*, the nose does not *smell*; it is the mind that receives the impressions we call hearing, seeing, and smelling. It is, therefore, first of all necessary that the senses should act well. It is then to their education you are to direct, your first attention.

Teach your children to see quickly, clearly, and correctly. In the same manner train the sense of hearing. By these two avenues into the mind you will be obliged to impart to it most of the knowledge it receives. It is, therefore, extremely important that these faculties should be in as perfect condition as is possible, otherwise the mind will fail to receive much that is presented to it. You will be especially concerned in the work of education with sight, hearing, and touch. Now how can you tell whether the mind has seen, has heard, and has touched? In other words, whether it has perceived all that has been presented to it?

At this point the child will begin to have an unutterable longing to tell what it has perceived. Let it talk, draw out, encourage, and when you find the perception has been incorrect, present to it the same thing over again.

Depend upon these two principles as having no exceptions. Whatever *interests* the mind it willingly receives; second, whatever interests it, it *will* somehow, somewhere, and to somebody impart. You cannot repress the self activity of the mind when once it is stored with the material of thought. In these few words is the substance of the first chapter in that mental science every teacher should study.

In the next article I will give a few more fundamental principles of psychology, especially those underlying correct teaching. It is in this way, and in this way alone, the important question at the commencement of this article can be answered. The ways of teaching are numerous, but the principles underlying correct education are as uniform and eternal as the laws of gravitation and chemical affinity. When once you know and obey them you will not make many mistakes.

PROF. STRAIGHT.—This very thoughtful educator, now at Normalville, Ill., addressed the teachers of Hartford, Conn. He said: "If we can think of the little child, just born into the world, its senses just opening to the world—the eye, the ear, and the touch—of the impressions from the external world showering down upon those senses—there is the beginning. The waves of ether from the bright light beat upon the eye and the child at once distinguishes the bright light from darkness. Soon bright colors attract the attention; and so it begins at the outset to study optics, discovering light and shade. Form next comes into its consciousness. Thereby it learns to distinguish its mother or nurse from other people. I was told of an experiment tried lately by a teacher at a kindergarten. A very young child had been accustomed to see a bright dress upon its mother, and knew her only by color. A young lady friend put on the mother's dress and came into the room where the baby was, and was immediately taken for the mother. The child had not progressed far enough to distinguish between them by form. Other children were similarly experimented upon, but they had been educated in form and color so as not to be mistaken. After discovering optics and forms the child begins to study sound, and soon distinguishes the mother's voice from any other voice. It also learns to distinguish striking sounds from sounds produced otherwise. Next follows the knowledge of number. As soon as a child has one pain and one pleasure it begins to learn number; when it realizes two pains and two pleasures it has learned number. It is just as easy for the child to learn number by using cubes and triangles as by illustrating with oranges and apples. And so soon as the little child can locate a pain within its body—in one of its limbs or its head—there is locality, the beginning of geography. Its striking, kicking, and wriggling enables it to discover the smoothness and roughness of bodies. The child next begins to study its own form—its hands and feet. I never shall forget the pleasure and surprise that my own little boy showed when he discovered that he had ears. When he put his hand on the side of his head and found something that he had not known of before there was a thrill of discovery. This joy of discovery is like that which thrills every true discoverer. We can see traces of these powers of discovery in the first few weeks or months of the child's life."

In ordering goods, or in making inquiry concerning anything advertised in this paper, you will oblige the publisher as well as the advertiser, by stating that you saw the advertisement in the SCHOOL JOURNAL.

For the SCHOOL JOURNAL.

WHAT IS THE CAUSE?

In a beautiful village, possessing 800 school children, good school-houses, and paying liberal salaries to the teachers, the meagre educational results are the constant theme of remark; in fact the one subject sure to be taken up when a few of the intelligent people meet.

"Why is it," said a very accomplished lady, in such a group one evening lately, "that our schools are so unsatisfactory to all of us? I find none but complain. The general charge is that a dreadful routine prevails and that this prevents all progress. Not only do the children suffer from this, but the teachers themselves. Most of the teachers are ladies of cultivation, and they are connected with the '—— Association'; but they are unable to give us any aid. Why, ladies who are heads of families succeed better in readings, recitations, etc., than these teachers, and yet those teachers are fresh from literary cultivation! They differ from the teachers I knew as a girl; they seem to have no interest in what is going on."

"Except Miss J —— S——," said one of the group.

"Oh, yes, I must make an exception in her favor. She seems to have some individuality and to think for herself. But she condemns the routinism of our schools quite as much as we do."

"But what is to be the remedy"? exclaimed another.

"Well," said a gentleman, "that is hard to say. It means that the principal of the high school must give place to some man who knows how to put our schools on an educational footing, and that is what they are not on now. But no one wants to trouble Mr. ——."

"Oh, no!" said several voices. "But if a new man should come, he would be bound hand and foot just as Mr. —— is. The School Board will appoint as teachers those whom they prefer. Of the nearly twenty teachers, there are only four that have made any professional preparation; the others are in it primarily to get a living; they have never studied their business. I was librarian two years ago and only two took educational papers, the principal and Miss —— S——; and few drew out books beside those two. So you see that there is no cure except to either turn out nearly the whole lot and get those who know what to do; or else get a principal of the high school who could superintend and teach our teachers."

"I am afraid the last plan would meet with opposition by the School Board; they like to run things themselves. They would think it an imputation on their ability."

"But you do not mention one of the great stumbling-blocks here. One of the School Board elected every year is an old school principal; he made out the course of study and does the examining; he is the Jonah; cast him overboard anyhow."

"My little girl came home the other night with her drawing-book finished, as she calls it. It was full of copies of lithographs—it is supposed that they learn drawing by doing it, but it is a mistake; it only serves to pass away the time."

"The papers discuss education more and more; some articles are valuable and some are not. We need men and women to teach who have some genius for it."

This in substance is what is said in other towns beside C ——. It is not the lack of money, or of an intelligent public that causes the results of the schools to disappoint the parents. What is the cause? (1). The routine of the school does not give the public the education it wants—it does cause some good results. (2). Those who have not made a study of education, as an art at least, are unable to pass from routinism into educating. All our schools are filled, verily crammed with those whose sole preparation for teaching is a very meager knowledge of the three R's. (3). School Boards are as well qualified to judge of the fitness of teachers as a backwoodsman is of the works of the great artists; and yet they will do it.

THE happiness you bestow upon others is reflected back upon yourself.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

LESSONS ON COMMON OBJECTS.—VIII.

BY E. J. HALLOCK.

COPPER.

Specimens and apparatus required: Copper wire, strips of copper and brass, a bright piece of polished iron or steel, a piece of iron wire, some vinegar, ammonia, sulphuric and nitric acids, alcohol lamp, green pickle containing copper, bright green paper or cardboard.

In studying a metal a somewhat different course must be pursued from what has been followed in previous lessons. If possible, each pupil should have a piece of copper wire to examine, and then be asked to tell all about it. With a little skill the teacher may draw out such answers as describe the color, taste, smell, pliability, etc. Ask what else has the same or similar color. File or cut it, and show that it is softer than iron, and than most common stones. Twist a stick in each end of a long piece of wire, and let them pull on it to test its strength; then bend it back and forth and try to twist it off. Try to melt the wire and foil in the lamp, and see who will first notice the *green* flame. A copper cent, or strip of foil, is alternately oxidized and reduced, turning respectively black and red in the alcohol flame. Cool one piece of copper wire, or thin copper foil, quickly in water, and the other slowly; which will be the softer? Hammer out a piece of wire to show that it is malleable. If the class are old enough, and a balance or pair of scales is at hand, let one of them find its specific gravity by weighing it in the air and in water, as described in No. IV.

Try the action of different acids upon the copper: nitric acid alone dissolves it rapidly, and red or orange-colored vapors will make their appearance; take care not to inhale these vapors. Put some copper in a test tube and pour over it a little strong sulphuric acid, then heat gently; an odor of burning sulphur will be noticed, and the escaping gas will redden moistened blue litmus paper, and extinguish a candle or other flame thrust down into it. When nearly all the copper has dissolved, pour the solution on a plate, and also the rinsings of the tube. Let it stand for a week or two, until crystals of "copper sulphate" (blue vitriol) are formed. Pour a few drops of this solution into a wineglass or test tube, and add water until it is nearly colorless; then pour in some ammonia—there should result a *blue* color of great beauty and intensity. Put a drop of ammonia on the green paper or card; if it turns *blue* there is copper in it.

Put a piece of copper, or a red cent, in any convenient glass vessel and pour a little ammonia on it; it will soon turn blue. Fine copper wire or turnings may be dissolved in strong ammonia water.

Into a solution containing copper dip a bright piece of steel, such as a knife-blade or large steel needle, and it will soon become coated with copper, the red color being distinctly visible upon it. Insert a bright knife-blade into a pickle; if it contains copper the latter will soon show itself upon the bright steel.

Point out the dangerous and poisonous character of copper and its compounds, and the danger of holding copper coins in the mouth.

Some of the experiments may be made with thin brass, to show that it contains copper, such as the green color of its flame and the blue color of the solution in acids.

Point out this fact, that when sugar or salt has been dissolved in water or alcohol, the solvent can be evaporated and the sugar or salt recovered essentially the same as before; when metals are dissolved the solution yields a very different substance when evaporated. This substance is called a "salt," and if made with sulphuric acid is called a *sulphate*, with nitric acid a *nitrate*, and with hydrochloric acid a *chloride*. Metals are therefore peculiar in this respect, that after being dissolved they are no longer metallic. Let one of the pupils heat one end of a short piece of copper wire in the lamp or candle flame; they will soon complain that the other end is hot. Explain how heat travels along the wire, from particle to particle (conduction), just as a book can be passed down a line of scholars by each one handing it to the next. Let another pupil hold two pieces of wire, one of iron and the other of copper, of the same size, in the flame, and observe which burns the fingers the soonest. All metals conduct heat, but some better than others.

Specimens of native copper, and also of copper ores, can be had of dealers at a small expense, and are very interesting when exhibited in connection with this lesson.

For the SCHOOL JOURNAL.

LESSONS IN FRACTIONS.

There are six great natural steps in teaching fractions:

1.- Representation of a fraction.
2.—Changing form of a fraction.
3.—Increasing the size of a fraction.
4.—Diminishing the size of a fraction.
5.—Addition of fractions.
6.—Subtraction of fractions.

No matter what the age of the pupils may be, if they do not understand fractions, fractions should be presented in the concrete to them. Many a boy is set to learn definitions of a fraction when he does not know what a fraction really is. He recites the definition and then does not know. To recite a definition *looks well*, but it does not follow that it is well.

Begin, then, with bringing in a few turnips or apples in a basket. Place a turnip on a board, in full view of the class, and cut it into two equal parts. Holding up one part, and asking "What is is this?" of course you will get the answer: "Half a turnip."

"Yes; it is half a turnip," (turning to the black-board you write *one half*, ½,) and say, "and that is the way we write one half; we can write it in words and in figures; it is easiest and quickest to write it with figures."

The teacher next takes another turnip, and cuts it into three equal parts. Holding up one part he asks, "What is this?" Getting the answer, he asks: "How written in words?" "How written in figures?" Holding up two pieces, he asks, "What is this?" Getting an answer, he asks: "How written in words?" "How written in figures?"

Turning to the pieces, he holds them up, and says: "These are fractions of the turnip." Turning to the black-board, he says: "These words and numbers represent fractions of the turnip." Over the top he writes "Fractions."

He then pushes aside the halves and thirds, and cuts another turnip into quarters, and proceeds in the same way to obtain from the class the terms *one fourth*, *two fourths*, *three fourths*, and the figures ¼, ²⁄₄, ³⁄₄. He then calls a boy to the black-board, and cutting the turnip into five equal parts, and taking up one part, points to it and asks him to represent it in words and in figures. Then he takes up two pieces in a similar way, then three, then four. Then, pointing to the one piece, he says: "You wrote that thus, ¼. Where do you get the one? Where do you get the five?" These questions need presenting in several ways until the pupil sees that the number of pieces he is describing stands above the line, and that the number under the line is the whole number of pieces into which the turnip is divided. It is not necessary to say one is the *numerator* and the other the *denominator*, nor to have a definition of the numerator and of the denominator. There is an immense waste of power in learning what fractions are, how many kinds, and what the numerator is and what it does, &c., &c.

Remember what Mr. Gradgrind demanded of Bitzer: "Bitzer, what is a horse?"

"Bitzer," said Thomas Gradgrind, "your definition of a horse?"

"Quadruped; granunivorous; forty teeth; namely: twenty-four grinders, four eye-teeth and twelve incisive; sheds coat in the spring in marshy countries; sheds hoofs, too; hoofs hard, but requiring to be shod with iron; age known by marks in the mouth." Thus (and much more) Bitzer.

In my own practice I procured empty collar-boxes and had the pieces put into them, the halves in one box and the thirds in another, and so on. These were labeled by the scholars and brought out each day for use.

The teacher may point to ⅗, for example, and ask "What is that?" "Three fifths." "Well, find the parts it represents." A pupil will go to the "fifths box" and take out three parts, and say, "This is what is there represented," and so of other examples.

The division should be continued until twelfths are reached. It will take several lessons to give all the instruction that needs to be given concerning the representation of fractions. The teacher must keep on until he feels sure that the *figures stand for realities* to the pupil

Let him take two turnips and divide each into halves. Holding up one, he asks, "What is this?" "One half." Holding up the other, he asks, "What is this?" "One half." "Are all halves of the same size?" This will lead to much questioning and thought. Pointing to the black-board (on which he has represented each of these halves by figures), "Are these halves of the same value?" "How many half turnips have I here?" "Four." "Can I say I have four half turnips when some are of a less size than others?" This will lead to questioning and thinking. "Suppose I stamp a piece of silver, of the size of a twenty-five-cent piece, 'half dollar,' will I reckon this among my half dollars?" These questions are given here to show the need of a standard. The teacher says: "When you put ½, ½ on the board, it means parts of a unit supposed to be of the same size?"

So far no definitions have been needed. The following questions may be given at the close of a series of lessons, when the pupils seem to comprehend *that the fractional number represents a real thing* (1), and can write them readily, and (2) can pick out the figures to represent a fractional number.

QUESTIONS (pointing).—What are these numbers (pointing to ⅔)? Into how many parts did I divide the turnip? How many parts am I considering? Point out one difference between ⅔ and ⅗. Which is most valuable? Why? Which is larger, ½ or ⅓? Why?

Of course, the idea that the turnip is divided into *equal* parts must be strongly impressed.

Finally, do not suppose that these lessons are for small children only.

For the SCHOOL JOURNAL.

GEOGRAPHY AND HISTORY.

FRANCE AND CHINA.

Anam, previous to 1860, comprised the provinces of Tonquin, Cochin-China, and a portion of Cambodia. It was originally subject to China, but it now only sent embassies to Pekin annually, and no longer paid tribute. In the seventeenth century Jesuits from France introduced Christianity into Anam, the Emperor Gya-long being among the converts. The succeeding emperors rejected Christianity, and began to persecute the priests. The persecution was carried so far that in 1858 the French Government proposed to punish the Anamese for their conduct. A four years' war followed, at the end of which time the French dictated the terms of peace, by which they retained possession of that portion of the country now known as French Cochin-China, a small province at the southern extremity. In August, 1863, the governor of the French colony entered into a treaty with the King of Cambodia, by which that country was placed under the protectorate of France. Persecution of the Christians still continued, and after a time became so violent that the French again interfered. A treaty was then signed in 1874 by the King of Anam, guaranteeing perfect freedom from all oppression to all French or Spanish Christians, and virtually giving France a protectorate over the whole country of Anam. Recently disturbances arose in Tonquin, and an attack was made on the French at Hanoi, March 20, 1883. The French Government then informed the King of Anam that his inability to secure the security of Tonquin necessitated the establishment of French troops there. China at once became suspicious that France had deeper designs than those she avowed, and began to protest against the establishment of French troops in what she claimed as vassal territory. She therefore sent her troops to the scene of disturbance to guard her interests. France immediately demanded their withdrawal, but they have not yet withdrawn. The more recent events are preparations for war on each side.

For the SCHOOL JOURNAL.

PRACTICAL VALUE OF DRAWING.—II.

By PROF. H. P. SMITH, N. Y. City.

In the last paper it was my purpose to show that drawing is a valuable aid to every teacher, as a means of discipline, as a purely educational factor; and that it can be as easily taught as writing. In the present paper I wish to enforce the truth that drawing has also a *practical* value. Even if the art be not attained, a correct knowledge of the underlying principles will form an important part of the capital in every trade; much more will the art itself.

For example: Every dressmaker wishes to cut up material to advantage. It takes long practice to acquire this skill, and it is often gained at the expense of great waste of goods. Now a knowledge of geometric forms and their division into units of space for designs will give a most available and profitable kind of skill. Akin to this is the cutting of morocco and other kinds of material for bookbinding, where the expense makes it very essential there should be little waste. You will find not only that this work requires one who understands and can in a measure apply the principles of design, but also that few employers will risk the work in the hands of those who are not at least to some extent designers.

Again, in the manufacture of ornamental woodwork black walnut is largely used for veneering; the wood is rare, consequently skill is used to work it up without loss. I know of one foreman who is doing in this line what formerly engaged three men. His employers have raised his yearly wages five hundred dollars. He does not claim to be a designer, but he *does insist* that practice in *drawing* and *making designs* developed his power to determine how *to lay out material* most economically for the particular purpose at hand.

Many large printing establishments lose much work for lack of skilled workmen having good taste, and secure from publishers only the cheaper and plainer work; whereas those printers who have skilled workmen get at first the publishers' finest work, and then very soon all of it. It seems clear that in all kinds of handiwork the power of applying a knowledge of drawing and design is truly capital in trade. I recall one young man, twenty-two years of age, neither an artist nor a designer, who is now the chief foreman in one of the largest necktie establishments in New York. His skill in snipping *odd* patches into *regular* shape attracted attention. In the cast-off triangle he could see a square fit for use. His school-training in drawing came to the surface. This is his own testimony. In like manner others have been helped in the cutting of kid for gloves, or of furs for coats and other articles.

Is it not equally clear that the power of original thought in design is a still more substantial capital in many if not in most employments? Milliners pay large prices for samples after which to pattern, and so on. In the manufacture of wall-paper, carpets, prints, wire goods, etc., new designs are constantly in demand.

Such facts should be known by all teachers, for they will act as powerful incentives in urging them to teach their pupils the value of developing correct taste either for future labor or to serve them in making their ordinary purchases.

Why should not the pupils of our grammar schools know that while stripes are permissible in wall-paper, they are not in carpets? that a carpet should not have a top-and bottom pattern, lest at one end of the room it appear upside down? that in furnishing a room the colors of the paper and carpet should blend? that the carpet should give the impression of solidity? that it should not be too light, or the furniture will appear as if suspended? Why should they not know that the dado and the frieze should not be distinct enough from the body of the paper to draw attention to the three sections, and thus mar the appearance as a whole? that the paper itself should be neutral in color if pictures are to hang on the wall? that nothing in the paper should be so pronounced as to draw the eye from the pictures? Much of the wall-paper on the market is poor in design. In literary composition unity is imperative. Why not in all other artistic composition? An ivy-leaf, a blackberry and an apple-blossom should not be combined in one pattern. No teacher would allow a pupil to *write* on these three subjects in the same exercise. I have seen a wall paper composed of a series of six-inch squares; one was filled with Chinese figures interspersed with black dots, the next one contained maple-leaves, the third the ivy-leaf and berry, the fourth an Egyptian lotus. Such an admixture is indefensible on any ground. No excellence in execution can atone for the fault in design. The desire for variety can be satisfied without violating the canons of good taste. The Greeks used only two or three floral elements, yet where can richer or more varied decoration be found? In their hands the honeysuckle blooms into new life. The elegance of their art is largely due to its delightful simplicity.

Concurrent testimony has pretty securely established the fact that the most beatifully decorated building in New York City is the Casino, on 39th street and Broadway. Its walls are covered with moresque ornament, showing great variety but few elements. The interlacing facinates and its charm grows upon you. Your eye does not tire. Let it wander or rest where it will, it finds *repose*, *harmony* and *beauty*.

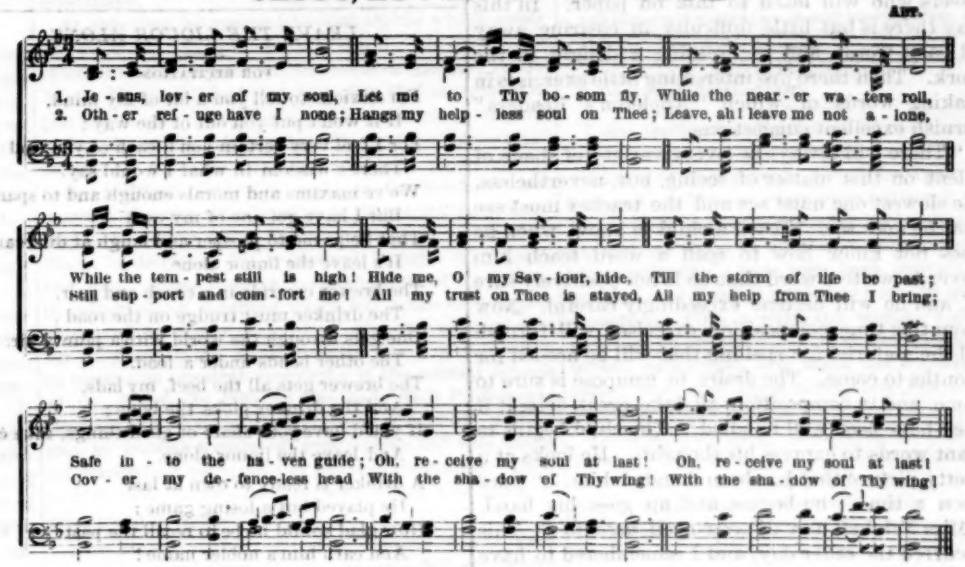
Why should not all teachers learn to appreciate these things? Why should any wilfully remain open to the charge of poor taste? Good taste is not, as some imagine, only common-sense. It is an uncommon quality, and is acquired, the artistic as well as the gustatory. Develop it in your pupils. Do it by drawing. Let them design, and for a purpose, if you wish to excite interest and get good lines. Ask for a tile, or a pattern for stained glass. The objection that no one would accept the child's design is not to the point. You are not trying to produce a design; you want to develop the mind.

If he is to make a pattern for stained glass, will he not at once begin to note closely all the stained glass that meets his eye? If a tile pattern, could he pass by a chimney-piece or a tessellated pavement without study? Would this not at once arouse and quicken observation? And what, let me ask, is of greater practical value, in any trade or calling in life, than close and ready observation?

In ordering goods, or in making inquiry concerning anything advertised in this paper, you will oblige the publisher as well as the advertiser, by stating that you saw the advertisement in the SCHOOL JOURNAL.

JESUS, LOVER OF MY SOUL.

ADT.



3 Wilt Thou not regard my call?
Wilt Thou not accept my prayer?
Lo! I sink, I faint, I fall!
Lo! on Thee I cast my care!
Reach me out Thy gracious hand,
While I of Thy strength receive!
Hoping against hope I stand,
Dying, and behold, I live!

4 Thou, O Christ, art all I want,
More than all in Thee I find:
Raise the fallen, cheer the faint,
Heal the sick, and lead the blind.
Just and holy is Thy name;
I am all unrighteousness;
False and full of sin I am,
Thou art full of truth and grace.

5 Plenteous grace with Thee is found,
Grace to cover all my sin;
Let the healing stream abound;
Make and keep me pure within.
Thou of life the Fountain art,
Freely let me take of Thee;
Spring Thou up within my heart!
Rise to all eternity!

SPELLING.

In the *Friend's Intelligence* (and by the way, the Friends feel a great interest in education, and always have), Miss L. M. B. Mitchell says: "In Philadelphia 8,800 words are expected to be memorized by children between seven and twelve."

"My work is with children fresh from the kindergarten; with children who have learned how to see, and with that class I will deal with you. It seems to me that such children, left entirely to themselves with their reading book, would more naturally spell correctly than incorrectly. At any rate I would rather risk it than have them prematurely waked up to the analysis of words. From their reading books they would get impressions of words in their correct form only, and if they are never asked to spell a word or write a word until they have become thoroughly acquainted with it by sight and by use in speech, and are never allowed to hear their neighbors spell it wrong in class or see it wrong on the blackboard, why not hope for a correct impression in their minds, rather than indulge a dread that they will see it wrong. It is well to have great faith in the child's power of sight, and to let the spelling of words bravely alone until you have procured tolerable reading.

"I say, now we know Mr. So-and-so when we meet him on the street, but let us look so sharp at him that we can go to the black-board and make a picture of him, taking, perhaps, the simplest word of the reading lesson. Do you see him? Look at him, now who *knows* that he can go to the blackboard and put that word on it, just as perfectly as it is written here in this nice lesson? Little hands fly up and all are eager, but if there is any doubt that a wrong form may be written, I make myself certain before the venture by calling out the sentiment of the class, we pronounce slowly, we talk about the sounds, the length of the word, whether it is a plain-looking word, whether it has any i's in its head, whether it has any tall letters, whether it walks on stilts, etc., and the child is wild to put it on the board, the class agree, and we take up and make the acquaintance of another word. Now this is a great step in spelling, and no teacher should allow her ambition for her class to run beyond the accomplishing of the words her children have already met with, and have understood in their reading lesson. In other words, never give a child a word to spell he has not seen used.

"There are many exercises, as they advance, in reading a sentence, then closing the book and telling all they saw, orally if they have learned the names of the letters, or by writing on the board,

impressing on them all the time that it is the good see-ers who will learn to talk on paper. In this way there is but little difficulty in clearing away all easy words, and in creating a delight in the work. Then there are interesting little exercises in making words of which "Appleton's Readers" furnish excellent suggestions.

"There will always be every variety of shade of talent on this matter of seeing, but, nevertheless, the slowest one must see and the teacher must see that he *does* see. Teach a child to know, when he does not know how to spell a word, teach him never to write a word that he is not positively sure of, and he will become exceedingly careful. Now from this time composition exercises will furnish all the material for spelling that will be needed for months to come. The desire to compose is sure to come, and in composition all take great delight if they have been well handled. The child begins to want words to express his thought. He looks at a pretty picture that has been handed him. "Once upon a time," he begins, and up goes his hand. "Miss Mitchell how do you spell *used to*?" This occurred the other day, and I remembered to have seen, a long time ago, a letter from a girl who had been attending a Philadelphia school, in which she spelled, several times, the word "usto," and I reflected that she had studied spelling a great deal, but had never come across that word, and how could she know how to spell it. So here is an opportunity to show this child. The words are written on the board, he looks at them, they are rubbed off when he is satisfied, and "used to" goes down on his paper, and, I trust, into his memory.

"I believe a child learns best how to spell a new word when he wants to use it, and that the wise teacher will continually give him an opportunity to create that want. She will never be able to find so good a spelling book as her little class will ask her to make when they are reaching out for words to express their thought.

"Another child stops to think, and finally asks, "How do you spell *coming*?" and we all stop to talk about that. It is written on the board large and plain.

"I am always pleased when a child asks how to spell a word, for then the way is opened to teach it. If he be going to use that word it is full of thought to him, and he will remember how it looks performing the office of expressing that thought, much better than to have it given to him to learn, standing in a line with dozens of others, bearing no relation to it, and when he is not wanting it nor any of its neighbors.

"If there seems to be a craving for a spelling book, I would let each child make his own, using a copy of any of the approved books simply as a matter of curiosity, to show my class how some industrious boy had put together all the words he knew how to spell. The rapidity with which this interesting collection would grow would depend entirely upon each child's facility for seeing and reproducing. This exercise might be indulged in five or ten minutes each day. The teacher keeping the books in the meantime, and giving them out for each child to put down just such werds as he is well acquainted with, and feels sure he can on any occasion write. This incites close observation, and this is the secret of learning to spell."

NEWS OF THE WEEK.

QUESTION THE PUPILS ON THESE.

Feb. 6.—Funeral services over the remains of Lieut. De Long and his comrades were held in Hamburg, where they have arrived on their way to America.—The rivers of the Ohio valley are still rising. 1,500 houses in Allegheney City are under water.—Mrs. Clara Belden Tibbits, an actress, died in New York from acute mania and general exhaustion caused by alcoholic stimulants.

Feb. 7.—The rivers are slowly receding at Pittsburgh; 6,000 houses are submerged, 11 000 people driven from their homes.—An entire square in Wilkesbarre dropped into the coal mines beneath. No one injured.

Feb. 8.—Thirteen states petitioned Congress to prohibit the manufacture, sale or use of intoxicating liquors within the District of Columbia.—Gen. Sherman was placed upon the retired list of the army. [What is this list? What is the law in regard to it?]—The waters are abating at Pittsburgh, but the rise continues at Cincinnati and vicinity.—Eight oil tanks exploded at Hunter's Point.

Feb. 9.—The carnival at Montreal came to a close.—The death of Cetywayo, the famous Zulu king is reported.

Feb. 10.—M. de Lesseps says that the scheme for creating a sea in the Desert of Sahara will soon be realized.—The Ohio is still rising; it has already surpassed the flood of 1883.—Incoming steamers report encounters with immense fields of ice. Two were badly damaged by icebergs.

Feb. 11.—Mr. Bradlaugh again attempted to take his seat in the the House of Commons and was voted out. [Mr. Bradlaugh does not believe there is a God. The English oath cannot be administered without such a belief, and the House will not allow him a seat until he can take the oath.]—Mt. Etna is reported in a state of eruption.—238 Christians in Tonquin have been massacred and 108 mission houses have been burned.—The water at Cincinnati is five inches higher than last year, and is still rising an inch an hour. Thousands are homeless and destitute.

Feb. 12.—The garison at Sinkat, unable to maintain the siege longer, made a sally upon the rebels and were all killed.

FOR THE SCHOLARS.

LEAVE THE LIQUOR ALONE.

FOR RECITATION.

I'm anxious to tell you a bit of my mind,
If it won't put you out of the way;
For I feel very certain you'll each of you find
There's wisdom in what I would say.
We've maxims and morals enough and to spare,
But I have got one of my own
That helps me to prosper and laugh at dull care:
It's leave the liquor alone.

The brewer can ride in a coach and pair,
The drinker must trudge on the road;
One gets through the world with a jaunty air,
The other bends under a load.
The brewer gets all the beef, my lads,
And the drinker picks the bone;
If you'd have your share of good things, take care
And leave the liquor alone.

A drinker is ready to own at last
He played but a losing game;
How glad would he be to recall the past
And earn him a nobler name!
He reaches old age with a vain regret
For a time that's past and gone;
He may win a good prize in life's lottery yet
If he'll leave the liquor alone.

DON'T BE MEAN, BOYS.

FOR DECLAMATION.

Sometimes I wonder what a mean man thinks about when he goes to bed. When he turns out the light and lies down alone he is then compelled to be honest with himself. Not a bright thought, not a generous impulse, not a word of blessing, not a grateful look comes back to him; not a penny dropped into the palm of poverty, nor the balm of a loving word dropped into an aching heart; no sunbeam of encouragement cast upon a struggling life; no strong right hand of fellowship reached out to help some fallen man to his feet—when none of these things come to him as the "God bless you" of the departed day, how he must hate himself—how he must try to roll away from himself and sleep on the other side of the bed—when the only victory he can think of is some mean victory, in which he has wronged a neighbor. No wonder he always sneers when he tries to smile. How pure and fair and good all the rest of the world must look to him, and how careless and dreary must his own path appear! Why, even one isolated act of meanness is enough to scatter cracker crumbs in the bed of the average man, and what must be the feelings of a man whose whole life is given up to mean acts? When there is so much suffering and heartache and misery in the world, anyhow, why should any one add a pound of wickedness or sadness to the general burden? Don't be mean, boys. Suffer injustice a thousand times rather than commit it once.—BURDETTE.

WHEN I'M A WOMAN.

A DIALOGUE.
(For seven little girls.)

1st.—
Nobody knows how I want to grow,
How I count the days as they come and go,
Wishing and wishing that time had wings,
For I've made up my mind to do great things,
When I'm a woman!
I mean to grow fresher year by year,
And I'll be so smart that the people here
Shall ask how I manage so.

2nd.—
When I'm a woman I mean to show
What wonderful things a woman can know;
I'll know French and German to write and speak,
And read all those funny old books in Greek,
Besides what there are in Latin;
I won't take a minute to work or play,
But I'll study by night and I'll study by day,
To show what a woman can do!

3rd.—
A writer I'll be, and I'll engage
To write not a single stupid page,
But funny, short stories for girls and boys,
And songs to be sung with a good deal of noise,
And marvelous fairy tales!
I know all the children will buy my books,
And I'll write some, too, for the older folks;
In the newspapers, first, I guess,
Letters, perhaps, from over the sea,
To tell the strange things that have happened to me,
And how the queer people dress.

4th.—
Such a famous housekeeper I will be,
That all the ladies will call to see
How ever I make such beautiful bread,
For all my household shall be well fed
When I'm a woman.
Oh! the sweetest jellies and creams I'll make;
And of daintiest puddings, and pies, and cake,
I will always have great store.
My kitchen floor shall be snowy white,
And everything else shall be just right
That you find inside my door.

5th.—
I'll be a lecturer, traveling about,
When it isn't too stormy for men to go out;
I'll show them their sphere, and the woman's, too,
And tell the young girls what they ought to do,
When they are women.
I'll let people see why the world goes wrong,
And make them all hope that it won't be long
Before women can have their way;
Freedom to lecture, to vote, to preach,
To do everything within their reach,
We surely will have some day!

6th.—
I'll be a milliner, wrapped in a cloud
Of laces and ribbons, and sought by a crowd
Of beautiful ladies in velvet and pearls,
Who want exquisite hats for their dear little girls,
In styles just fresh from Paris.
Such ravishing bonnets as I'll invent
Have never been seen on this continent!
And for customers to prepare them,
I'll have dozens of girls sewing night and day,
For fear the new fashions will grow *passes*
Before folks get a chance to wear them.

7th.—
When I'm a woman, a teacher I'll be,
And I hope I'll often have company;
For I think the scholars improve the best
When committees and parents show interest.
When I am a woman
I expect that teachers will have great pay,
And won't work more than three hours a day,
And vacations will be so long!
I'll caution my scholars to take great care
To study no more than their health will bear,
For that would be very wrong.

All—
When we are women, you then will see
The useful things that women can be.

—LUCY B. WIGGIN *in Good Times.*

INTERESTING FACTS.

A NEW belt has been seen on the planet Saturn. It is narrow and of a dark blue-gray color. It cannot be seen except with a telescope.

MIGRATORY BIRDS, such as sparrows, swallows, doves, etc., often appear several hundred miles away from the nearest land. A curious fact about them is that they never appear to be tired out; whereas birds are often met with near the land, with their strength quite exhausted. Where there is no cat or dog on board, and the crew show no disposition to molest them, they seek rather than avoid the presence of man; but they recover all their native wildness on approaching the land.

BARNUM'S WHITE ELEPHANT.—The white elephant which P. T. Barnum, purchased through an agent in Siam for $200,000, arrived in London some time ago. The people who went to see it were surprised that it was not white as snow, but of a pinkish gray color. It is so rare that in 1,350 years only eleven of the real first quality have been brought to Siam. The sanctity of a white elephant dates from the earliest period of Buddhist history. One of the proudest titles of the King of Siam is "Lord of the White Elephant." Not very long ago a real white elephant, who excelled all his fellows in beauty, was brought into Bangkok with all the pomp and ceremony of an emperor. He was quite an albino, the whole body being of a pale reddish-brown color, with a few white hairs on the back. The iris of the eye was a pale Naples yellow. He was blessed and baptized in presence of the King and the nobility. The following is a translation of his description, painted on a red tablet, hung over one of the pillars of his stall: "A descendent of the angels of the Brahmins. Acquired as property by the power and glory of the King for his service. Is equal to the crystal of the highest value. Is of the highest family of all in existence. A source of power of attraction of rain." The elephant has for a companion a white monkey.

EDUCATIONAL NOTES.

NEW YORK CITY.

THE Public Schools are exhibiting many interesting features that are not apparent to the casual on-looker. The Teacher's Association are about to elect a new president, and the discussion suggests to many the desirability of lectures on education. Some feel that the Association should hold weekly meetings for discussions and lectures, and a re-union in an armory once a month. This development of educational feeling is due to several causes; the SCHOOL JOURNAL receives a large share of credit. Then the influx of a cultivated and trained class of teachers from the Normal College is having great influence. Besides these the superintendency has been steadily getting on a different basis; once it seemed intended to find faults rather than merits. The New Manual is looked for with much interest; it is nearly completed. It will be in two parts. It would prove very valuable if the principals could meet and embody their experiences into some practical form One suggests that it would help in the preparation of candidates for the office of teacher if the members of the graduating class of the Normal College were distributed among the different ward schools to act as substitutes and assistants. Thus while rendering efficient help, they would gain an insight into the workings of the school system to be gained in no other way. Another likes this, but would rotate them among the schools of a ward and that they might be judged by several different principals as to their capacity and general fitness to teach. One principal finds it of the highest advantage to her teachers to read the SCHOOL JOURNAL, and to secure the careful reading of the most important articles she marks them.

The Hand-Training Department of the City College is in successful operation; it is very popular. It is probable that Mr. Jameson, late of St. Louis, will receive the appointment of Lecturer on Pedogogy at the City College.

ELSEWHERE.

NEBRASKA certainly sets a good example in interest in the schools. One school during one month had more than ninety-nine visitors.

KANSAS—The Hon. N. G. Speer, Supt. of Public Instruction, is trying to get a delegation of one hundred teachers from his State to attend the National Educational Association at Madison, Wis.

IOWA.—The Governor recommends the organization of a committee of competent educators of that State to "prepare and edit school books, and that the State publish the same, furnishing the books at cost price, and thus insure great saving to the people and the State."

BROOKLYN.—The public schools are to have free textbooks. The Board of Education has made such arrangements with the publishing houses as to bring the cost of the supply within the $75,000 appropriated.

The free book money has been appropriated upon the following basis: For sixth grade primary pupils, fifty cents, and an increase of ten cents for each pupil in the succeeding grades, the estimate for each pupil of the first primary grade being $1; for each sixth grade grammar pupil the allowance is $1.50, the increase being fifty cents for the pupils of the succeeding grades, the maximum allowance being $4 for each pupil of the first grammar grade.

NEW HAVEN.—A free Kindergarten is now in successful operation under the charge of Miss Angelena Brooks, formerly of Springfield. Miss Brooks is also giving talks on Kindergarten methods to the Primary Teachers, who are gladly availing themselves of the opportunity. The second lecture of the course by the New Haven Teachers' Association was delivered Jan. 28th, by Col. T. W. Higginson, of Cambridge. His subject was "Literature in a Republic," and the fine lecture was enjoyed by a large and appreciative audience. The new building constructed for the New Haven Training School will be occupied about the middle of this month. Miss E. M. Reed, formerly of the New Hampshire State Normal School, will take charge, and the school will be thoroughly organized and equipped. Appropriate exercises will be held in connection with the opening of the new school.

PROF. GUYOT.—Prof. Guyot died at Princton Feb. 8. He was born near Neufchatel, Switzerland, Sept. 8, 1807. He was educated at the College of Neufchatel, the gymnasiums of Stuttgart and Carlsruhe, and the University of Berlin, where he graduated in 1835 with the degree of Ph. D. With Agassiz, his early friend, he accepted in 1839 a Professorship in the Academy of Neufchatel.

At this time he pursued investigations which established his fame in the scientific world. He studied the structure and physics of the modern glaciers of the Alps. He established the fact that the movement of glaciers is due to molecular displacement, principally under the action of gravity. He next examined the subject of the transportation of Alpine boulders. In 1848 a political revolution broke up the Academy, and Agassiz who had already come to this country, induced Guyot to follow him. While residing at Cambridge, Mass., he delivered his celebrated lectures on "Earth and Man." These lectures were the origin of the reform in geographical teaching which has since been in progress, and to foster which Prof. Guyot was employed for six years by the Massachusetts Board of Education to lecture on physical geography in the normal schools of the State. In 1855 he was made Blair Professor of Geology and Physical Geography at Princeton, and began to publish a series of geographies and wall maps, all elucidating his system of physical geography. These works have made a deep impression on the mode of presenting geography.

NEW HAVEN.—The interesting address which Prof. Straight, of the Cook County Normal School, delivered in the high school a few evenings ago, outlined clearly and distinctly the aims of the most progressive thinkers of the day in matters of education. The main argument of his lecture was that physical, intellectual and moral training should go hand in hand, and not be separated, as they have commonly been in our educational system; that our public schools should therefore begin, not with abstract teaching, but with the training of the senses; that they should teach manual dexterity in order show to the practical application of their literary studies to the necessities of life; and that with all this they inculcate a sense of right. The pupils should be made to understand as clearly the distinction between what is good and bad in mechanics—in carpentering, for instance, or in bricklaying—as in morals and conduct.

Chiefly through the enterprise of the principals of two of our public shcools, Messrs. French and Camp, a special class has been organized to study the practical use of carpenters' tools. The project is still in its experimental stage. The school committee has appropriated but $50 to carry on this work in each of the schools for the whole winter, and the appliances at the command of the teachers are naturally very simple and inexpensive: yet the success of the plan has already proved so great that we venture to hope it may be made a regular part of our public instruction another year.

The plan of this work, as it exists at present both in Skinner and Dwight schools, is as follows: Carpenters' benches have been erected in the basement of the school buildings and provided with a few simple tools, chiefly saws, chisels, planes, braces and a set of bits. The principal selects each month the six best scholars in the highest class, the five best in the next class, and a continually diminishing number in the succeeding classes, making about a dozen altogether who are allowed the privilege of working in this shop an hour three afternoons of the week. A similar set is selected to work on the alternate days. The privilege of joining this class is one which is highly coveted by the boys, who may be found hammering, planing and sawing with all the eagerness of good honest workmen.

It might at first be thought that the boys who work in the shop would thereby be placed at a disadvantage in their studies, as they, of course, lose the instruction which is given in the school room up-stairs when they are at work in the cellar, but this is not found to be the case. As only the best scholars are selected, they are able to make up their deficiencies in the class-room exercises without difficulty, and it is the opinion both of Mr. Camp and Mr. French that they actually do better in their studies on account of this exercise with the hands.—*Morning News.*

FOREIGN.

BERLIN—The Society for Developing Education Among the People has established within seven years eight schools for the higher education of working girls.

GREAT BRITAIN—A protest has been made against overwork in the common schools. The answer has been made that lengthening the time in school keeps the boys from the streets.

(7). WE must hope not to be mowers
And gather the ripe gold ears,
Until we have first been sowers
And watered the soil with our tears.—

ALICE CAREY.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:
1. Write on one side of the paper.
2. Put matter relative to subscription on *one* piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

I am teaching a district school and much interested in my work, and am earnestly trying to improve the condition of the school. I find the INSTITUTE a great help and would seem rusty were I stop my subscription. My greatest anxiety is about the "A" spelling class. Will some of my sister or brother teachers please lend me their methods. I have been been trying the following method, and think it good, but wish to guard against monotony: First I write ten words—words of everyday use—on the board. I have the pupils write them, divide, syllabicate, and mark the accented vowel in each; then spell them from their slates, use in sentences or define. T. F.

[This is pretty good. The thing aimed at is the right form of words they use. 1. Select suitable words. 2. Write them on the blackboard. 3. Let the pupils copy them. 4. Let them write these words in sentences. 5. Let them be copied into a book. 6. Review these words by writing them with the book to refer to. 7. If errors are made have the word written correctly on the blackboard and copied. 8. Give out sentences that will employ the words that have been given—have the book before you to aid them. 9. Pupils can look over the slates or papers and underline wrong words. These to be placed in another part of the book and often copied by the pupil. As to the syllabication, etc., you may waste much precious time in that.—ED.]

The little poem, "A Teacher's Trouble," in the Feb. number of the INSTITUTE, is very expressive, but is it truthful? The teacher has no right to make of herself a martyr, or to wish to be thought a martyr. There is no need of wishing the children's faces less dirty. It is much better to see that they are kept clean; and any teacher who stops to wish, instead of finding a remedy for an evil, is wasting precious time. Why are the little faces clouded? There must be a cloud on the teacher's face, and something unkind in her voice, to make the children unhappy. As to the "horrid mischief,"—I find that nothing *very* horrid is ever planned by loving, smiling girls and boys. It should be the first work of the teacher to win the hearts of her pupils, then their mischief will never be malicious. There is but one *trouble* that comes from teaching, and that is the feeling which an unsuccessful teacher must have, that her influence in school is not the highest and best. Nothing is more annoying to a teacher who really loves her pupils, than to hear other teachers talk of their stupid pupils, and their troubles in discipline, as if they were not responsible for the stupidity and misbehavior, in nearly every case. We who love the children, every one of them, not just the pretty, well-dressed, or brightest ones —, sometimes fail in our work; but we mustn't blame the children. It is our own fault; Let us acknowledge it, and study to find the cause of failure, and the remedy. It is not the patience of a *martyr* that is wanted, but the employment of tact. NELLIE S. MITCHELL.

(1) It is a well known fact that no printed directions can be followed with success in the school-room. (2) Every teacher must invent methods and plans for himself, and different ones for different pupils. (3) The famous Quincy Methods would prove miserable failures in the hands of most of our country teachers. (4) Perhaps more failures arise from the want of an individuality on the part of teachers than from any other cause. (5) Good scholarship, good sense, and self-reliance will do more to elevate the teacher's profession than the "Talks on Teaching." J. O. M. V.

[(1) No it is not. (2) Yes, but he must know the principles of education to start with. (3) No, sir; if so why do the institute instructors teach these methods. You are mistaken. (4) Another mistake and a big one. (5) This is still a larger mistake. This man would close the normal schools and teachers institute. There are a good many of this sort scattered up and down the country; but they are growing less and less every day. As they die off another sort of people take their places. Read what the School Commissioners of Saratoga Co. say: The people want teachers who understand the art of teaching.—ED.]

It is said that when there is a general snow storm, extending all over the country, that it commences at the Gulf of Mexico and travels north, making several

hours difference in the time the snow begins to fall in the Gulf States and in New York. Is this the case, and if so, why? L. Lea.

[Maury's Physical Geography, University Publishing Company, N. Y., explains this well. The cause is the cold wind of the north-east mingling with the warm moist winds from the south-west. The south-west wind finally prevails in power—hence the storm begins at S. W. point.—Ed.]

(1) Why are there more islands in the Torrid zone than in the others? Why fewer lakes? (2) What is the price of Kellogg's Grammar? L. J. K.

[(1) Many of the islands in the Torrid zone have been formed by coral insects; these can only work in water of a certain degree of warmth. As a rule a lake is but a large basin in a river's course; the configuration of the land determines this. (2) Address the publishers, Clark & Maynard, 734 Broadway, N. Y.—Ed.]

(1) Would it be correct to address a letter placing the State, county, and city above the name, in this way:

Illinois,
Jackson County,
Salem,
Mr. James Brown.

(2) Would it be correct to pronounce Alaska as though it was spelled "Al-yas-ka"? C. A. M.

[(1) Proper enough, but not the custom. Proper enough for you to wear a three-cornered hat like the Revolutionary personages. (2) The usual pronunciation is A-las'ka. See McNalley's Geography.—Ed.]

(1) Why is the moon invisible at times? (2) Why does the new moon appear at one time on her back and at another, point downward? (2) Has the position of the new moon any effect on climate? (3) How are we to account for the increase and decline of the moon?

M. M.

[A good astronomy will explain this.—Ed.]

Where may I obtain the description of "Horatius at the Bridge"? S. P. Davisson.

[It is to be found in Macaulay's Poems and in several "Speakers."—Ed.]

Please tell me the name of some book on Morals and Manners, that can be used in the school-room. C. C.

[Gow's "Primer of Politeness," Van Antwerp, Bragg & Co., Cincinnati, or "Elementary Moral Lessons" by M. F. Cowdery, Lippincott & Co., Phila.—Ed.]

(1) Why is it we have an Old and a New Testament? (2) Is it correct to write the word book with a capital letter in writing it after a person's name, as "T. J. Boyd's Book."

[(1) Referred to our readers. (2) No.—Ed.]

There is great opposition to the so-called "New Education" in this vicinity. In the future it may be different.

Story County, Iowa. C. D. S.

[So it will be. Some say we want the ways of our fathers—"Toe the Mark," "Stop Whispering," "Please may I g'wout," "Please may I get a drink," "John Smith's a pinching on me," etc. Others say let us have the best for the children.—Ed.]

What were the seven wonders of the world?

J. M. M.

[1, The Pyramids of Egypt; 2, The Pharos of Alexandria; 3, The walls and hanging gardens of Babylon; 4, The temple of Diana at Ephesus; 5, The statue of the Olympian Jupiter; 6, The Mausoleum of Artemesia; 7, The Colossus of Rhodes.—Ed.]

(1) Where is, or where was, Blenheim, as referred to by Southey in the poem "The Battle of Blenheim"? (2) What is the right English name for the side-whiskers, generally called Burnsides here? W. H. M.

[(1) Blenheim is a village of Batavia on the Danube, 23 miles N.N.W. of Augsburg. (2) Mutton-chop?—Ed.]

(1) How many distilleries in the U. S.? (2) What is the tax per gallon on whiskey? (3) How many gallons were made last year?

[(1) 5,129 are reported. (2) 90 cents. (3) 1,253,278 gallons.—Ed.]

Please translate into English: "*Quousque tandem abutere patientia nostra?*"

["How long wilt thou continue to abuse our patience?"—Ed.]

How is vulcanized Rubber made. E. Sweeney.

[By combining it with sulphur at a high temperature.—Ed.]

EDUCATIONAL MISCELLANY.

THE QUINCY SCHOOLS.

[In *Education* is a remarkable article concerning the Schools of Quincy, by Geo. A. Walton. We select those points that have a special interest to teachers.]

"The methods of teaching employed for the past few years in the schools of Quincy have attracted general attention, and secured for the schools of that town a wide-spread and an enviable reputation.

"The formalities of parsing were dismissed; the details of geography wholly disappeared, and portions of the arithmetic. The spelling and the copy-book were banished. Thus great prominence was given to the practical uses of language, reading, writing, and arithmetic.

"The methods of teaching and study were essentially modified. The method, sometimes called the written, by which the pupil commits to memory and recites the texts of books, was wholly abandoned, and in its place was substituted the object and oral method, by which the teacher presents objects and subjects of thought to the mind of the pupil, so as to occasion in him ideas and thoughts before the written names or words are presented. The reading-book was no longer read till, like a much-worn garment, its pieces became threadbare; for one many were substituted, and one after another read till not the individual pieces, but the vocabulary of words, whatever their relations, came to be perfectly familiar. Geography and history were taught together from diagrams drawn by the pupils, and by the use of the moulding-boards, upon which outlines and reliefs were represented. Routine, possible even in a topical method, was avoided.

"The oral method of spelling gave place to the written; the embodying of words in sentences was adopted as the general method for learning to spell. Penmanship was introduced into the work of the first year of school, the pupils copying words and sentences from the board, and writing from dictation; at the same time they were systematically taught the forms of the letters. The pupils were taught to read by the use of the blackboard. The teaching of the alphabet, for the purpose of learning to read, was kept entirely in the background. A superintendent was invited to take full control of the educational affairs of the town, with the assurance that he was to be unmolested, and simply held responsible for results.

"The first in importance of the requisites of a good school, he knew to be competent teachers,—these were indispensable; those of this class in the town were retained, others were eliminated from the corps; search from far and near was made for those already experienced, or possessed of the qualities to make good teachers. A remarkable power was possessed by the superintendent for aiding the ambitious, for encouraging the worthy timid, for stimulating and rousing the sluggish, and discovering the efficient and indifferent. Responsible for results, he early had in hand the force upon which the results so largely depended. To aid in giving unity to the instruction, and to bring into the schools a body of well-trained workers, meetings of the teachers were frequently held; the superintendent went from school to school, giving instruction in the classes: and for the young and inexperienced persons wishing to become teachers, whether in the town or elsewhere, a training class was formed. Young ladies entering this class were instructed by the superintendent in methods of teaching and school management, taken to the schools to observe the teaching there, and, to a greater or less extent, themselves allowed to assist in the work of instruction. Thus was kept in reserve a force from which could be drawn recruits for a service subject to sudden and frequent depletions. This brought to the work of the schools a body of independent and interested co-workers. Liberated from all traditional methods, each out of his own experience invented some means adapted to his peculiar situation.

"The principle observed was, that the pupil in early life exercises some of his powers more naturally than others; that his mind most readily responds to impressions made through the powers of observation, and that memory and imagination can be more easily trained at this period than can the reasoning faculties; accordingly the former powers were the first appealed to, and the ones kept especially active and under training in the lower schools.

"For the purpose of this training the pupils were led to observe the structure of plants and animals; to note the habits of those, their uses, and so on; and having made the observations, they were allowed to express them orally, and in the form of written composition. Objects in common use were made the subjects for study, and the thoughts suggested an occasion for language-teaching. To train the imagination, pictures were introduced into all the schools; thoughts of these were expressed in oral and written language by the pupils. The narration of real or fictitious events by the teacher or by the pupils was used to call into exercise, and thus train this important power of imagination. A study of the method pursued shows that the principle was recognized, that a knowledge of facts must precede a knowledge of causes; that elementary notions must be taught before the science of which they are the occasion can be taught. Hence, language was to be mastered by practice in its use, while grammar was to be deferred till the pupil reached the high school. Numbers were to be learned by exercises in their various operations; that is, by practice in their combinations; while arithmetic as a science was to be studied, if ever, at a later period.

"Another of the natural desires which was recognized was the desire for knowledge. Through familiar talks with the teacher, through the careful observation of objects brought into their presence, and through the clear notions acquired of the meaning and use of words, the pupils were constantly forming habits of independent and careful thinking, and with accurate knowledge came facility in expression.

"The desire for power was recognized in the training of the children. The whole direction given to the school work stimulated the pupils to rely upon themselves; they were helped in all proper ways, but they were chiefly directed, so that they learned how to do for and help themseves. The desire for esteem was recognized in every effort of the pupil, however humble. Every worthy act of the child was properly commended, his wishes consulted, and successes rewarded, if it were only with an approving smile or significant mark upon his slate.

"No one of the methods or principles was new in theory or practice. The modes of application varied with the latitude granted the teachers: many of these were novel. But the methods themselves, as claimed by the first superintendent, found their defence in the practices of the best teachers and in the writings upon education in all times. They were adopted because they had been approved by the wisest of men in former ages, and re-affirmed in our own. The new departure was a departure from a mass of unprofitable inventions, some of them of modern schools, and a return to a few well-established, if but little known, principles.

"I now come to the question of first importance, though the last one to be considered. Is there a substantial gain to the schools from the methods under consideration?

"An examination of the schools of Quincy in connection with the other schools of Norfolk county, which was made in 1879, after the improvements had been some time inaugurated, showed results superior to those obtained in any of the other towns of that county. In that examination the tabulated results in the grammar grades in Quincy were higher than those of any other town by eight or nine per cent., and in the primary grades by thirteen per cent., while in the grammar grade they were twenty per cent., and in the primary twenty-five per cent., above the average for the county.

"That the methods have a substantial basis in principles, and do secure superior results, is shown in the schools themselves.

"The most evident result of the new work was a decided change in the spirit of the schools, in the pupils, and in the teachers.

"With increased interest industrious habits were formed; the mind fully employed was equitable in temper. The time of each pupil being fully occupied with his own affairs, he found no time and felt no inclination to mind the affairs of others; hence a spirit of independence and self-respect at once manifested itself throughout the schools. The aim being to make thoughtful children, there was no cramming and no forcing; reading was deliberate, having for its purpose to gain and to express thought; expression was secured by having the pupil at first get the thought, then give it as if speaking to others. Study took on the same thoughtful character.

"The teacher experienced as great an elevation as the pupils. He ceased to be a task-master, and became a co-worker with the children; he was at once transformed from a mechanic or machine to an artist, and his work, before drudgery, became a fine art. In every department means of illustration invented by the teachers multiplied; the crayon and the blackboard became animated with the power to speak; reading lessons sprang from the brain of the teacher, and new means of illustration were seen everywhere. Under the new inspiration the most barren mind became fruitful in expedients for enlightening the path of the young learner.

"The one great end and aim of the training in the schools was to prepare the pupils to educate themselves."

WENDELL PHILLIPS.

Wendell Phillips died at Boston Feb. 2. He was born in Boston on Nov. 29, 1811. His father was John Phillips, the first Mayor of that town. In 1835 men of wealth attempted to break up the women's Anti-Slavery Society (occasioning the so-called "Broadcloth Mob.") This drew Wendell Phillips among the Abolitionists, and he soon became a famous man. His eloquence was something that the people could not withstand; he was found ready at all times to denounce slavery, and until the opening of the civil war he advocated disunion as the only road to abolition, but after the war began he sustained the Government. He became a prominent advocate of temperance and labor reform, and on those issues became a candidate for Governor of Massachusetts in 1870. He also advocated woman suffrage, prohibitory liquor laws, prison reform, and the abolition of capital punishment. His financial views were set forth in a speech delivered at Boston, but this and other positions taken by him have caused deep regret among his admirers.

As a popular lecturer Mr. Phillips attained a great reputation. Probably the most famous of Mr. Phillips's lectures are those on "The Lost Arts" and "Toussaint l'Ouverture," the former of which has been delivered some hundreds of times.

Mr. Phillips was not always sound—his advocacy of the paper money fallacy lost him many friends. But the world feels grateful to him for his vast services, and always will.

NEW YORK CITY.

MME. SCHILLER.—At the request of a large number of well-known ladies in New York, Mme. Madeline Schiller has consented to give a series of three piano recitals, March 1st, 15th and 29th, at Steinway Hall, three P. M. She will be assisted on these occasions by the Philharmonic Club.

CONCERT.—At the first concert given this season, at Steinway Hall, Feb. 23d, by Miss Adele Margulies, Theodore Thomas will assist with his orchestra. Miss Margulies will play the concerto No. 4, by Beethoven, and concerto in E minor by Chopin. Also three piano solos, by Chopin, Liszt and Bulow. The concert promises to be a pleasant one.

MR. ARNOLD'S CONCERT.—This gentleman gave a very delightful evening of music Feb. 6th, at Chickering Hall. He exhibited his skill in violin playing, in which he has no equal in this city. Mr. Emil Schenck played two solos for violoncello which were warmly received. Miss Agnes Huntington contributed songs. Mme. Madelene Schiller piano solos, and the Philharmonic Club Quartet a selection from Schubert.

AMERICAN ART GALLERY.—An interesting collection of paintings by Birge and Alexander Harrison are on exhibition at the galleries of the American Art Association. The number of works is forty-four, and they are pleasantly arranged. Some of them have an especial value as having hung on the walls of the Paris Salon. Especially note-worthy are "Castles in Spain," "A Little Slave," "Shipwrecked," "Return from the first Communion."

SYMPHONY SOCIETY.—At the fourth public rehearsal and concert of this season, Feb. 7th and 8th, a program of great excellence was given under the conductorship of Dr. Leopold Damrosch. Raff's Lenore symphony, selections from Wagner's "Meistersinger," a Mendelssohn concerto (Miss Jessie Pinney, pianist), and a composition by Molique for 'cello played by Mr. Fritz Giese. Large audiences were present at both performances at the Academy of Music.

Y. M. C. A.—It appears that 985 members are attending the evening educational classes in Writing, Book-keeping, Phonography, German, French, Spanish, and Vocal Music, and 830 are exercising in the Gymnasium. The Boys' Literary Society, composed of lads under 16, which has held weekly meetings all winter, gave an entertainment Jan. 23, consisting of declamations, recitations, and a debate upon "Should the Government control the telegraph service of the United States," which was very interesting. Such an Association is certainly to be commended.

ORATORIO SOCIETY.—We call the attention of our readers to an important event in the progress of musical art in this country—the performance of Bach's "Passion music" (according to St. Matthew) by the Oratorio Society. Two opportunities will be given for hearing this wonderful work—the afternoon of March 12th and the evening of March 12th, and the evening of March 13th, at the Academy of Music in this city. The difficulties attending the production of the "Passion Music" are so great that it has only been attempted once before in New York, in 1880, by the same society. Every effort is being made to bring the work out in a manner worthy of its character.

AMERICAN WATER-COLOR SOCIETY.—The seventeenth annual exhibition of this society continues through February at the Academy of Design. Nearly seven hundred pictures are hung, representing the best artists in our larger cities. In the North Room, F. Hopkinson Smith's "Brook" attracts by its size and chains the attention by its beauty. "A Morning in Washington Market," by Hughson Hawley, is a faithful representation of a characteristic New York scene. Henry P. Smith's "Ocean Mail" calls forth exclamations of pleasure from every visitor. D. Clinton Peters' "A Dealer in Fine Engravings" represents a child engaged in cutting out engravings from papa's choice volumes; it is well done. In the East Gallery Henry Farrer's "When the silver habit of the clouds comes down upon the autumn sun," is prominent. Thomas Moran has eight southern sketches. Agnes J. D. Abbatt, "A Brimming Bowl" of chrysanthemums. The South Gallery contains C. D. Weldon's clever paintings, "Flirtation," and "The Elopement," two dolls—a Chinese and an American—being the subjects. The two young Morans, Percy and Leon, have some Frenchy bits of water-color. Alfred Kappes has an excellent figure of a colored woman paring potatoes, which he calls "A Vegetarian." The "Windmill corner" in the Corridor has a collection of windmill landscapes. Kruseman Van Elten's is the most pleasantly treated. The flower-pieces show an advance on those of last year, and the manner in which they are grouped afford an opportunity for comparison. The decorations of the stairway and corridor are rich and effective—the work of A. A. Anderson.

(6). LIVES of great men all remind us,
We can make our lives sublime,
And departing leave behind us
Footprints on the sands of time.—
LONGFELLOW.

HORSFORD'S ACID PHOSPHATE.

DECIDED BENEFIT.

Dr. John P. Wheeler, Hudson, N. Y., says: "I have given it with decided benefit in a case of innutrition of the brain, from abuse of alcohol."

PUBLISHERS NOTES.

We propose to give in this column from week to week, a few of the many unsolicited letters we receive from subscribers to our publications, commending them to the attention of teachers everywhere. It is pleasant in this way not only to acknowledge their receipt, but to show that we are very glad of their appreciation.

"I am well pleased with the copy of Shakespeare's works which I received as a premium for one subscriber to the INSTITUTE and 30 cents." R. B. S.

Allow me to thank the editor for the INSTITUTE; it has given me new life. From the time I first read it I have began to live anew. A phrenologist told me that I was too good-natured to make a success of teaching, and I believed him and was about to give it up, when the INSTITUTE reached me and taught me that I did not need to wage a war with children; that they could be governed without a club. So let me thank you for my salvation here upon earth. A. H. MIKESELL.

I very much enjoy reading the INSTITUTE, and am profited by it. I have taken educational papers for several years, but have never enjoyed reading them as of late. I do not know whether it is because I have changed, or because the papers are more interesting and practical, perhaps it is partly both. No doubt it is to some extent due to the efforts of our able Supt., who encourages his teachers in this kind of reading, and gives us instructions. I particularly enjoy your "Golden Thoughts." I put them on the blackboard, one at a time, have them committed to memory, recited, and then neatly copied for preservation. H. J. B.

What the Press Says About
THE SCHOOL JOURNAL.

The SCHOOL JOURNAL is an excellently edited paper for teachers.—*N. Y. Staats-Zeitung Journal.*

The circulation is rapidly increasing—a result due to the excellence of its matter.—*N. Y. Evening Post.*

It is rapidly growing in circulation and influence.—*N. Y. Commercial Advertiser.*

Among the first of the useful periodicals in this city we reckon the SCHOOL JOURNAL.—*N. Y. Daily Bulletin.*

We judge the SCHOOL JOURNAL to be indispensable to educators.—*True Witness.*

There are many educational papers, but we have seen none that have pleased us so well as the SCHOOL JOURNAL.—*Fishkill Standard.*

It contains every thing pertaining to instruction.—*Dundee Telegraph.*

Its contributors are practical educators.—*Naragansett Times.*

We find it one of the most interesting publications of its kind.—*Belvidere Apollo.*

It should be in the hands of every teacher.—*Whitestone Herald.*

The SCHOOL JOURNAL is replete with matter of interest, not only to teachers and pupils, but to all classes of readers. It contains matter of great interest to teachers.—*Weekly Courant.*

It is filled with able articles.—*Oxford Press.*

The JOURNAL wields her influence second to no other publication.—*Crofutt's Western World.*

We consider it a valuable paper.—*Wyoming Co. Democrat.*

No teacher should be without it.—*Lockport Morning Times.*

A live educational paper.—*Coldwell (O.) Weekly Spectator.*

We should be glad to know that a copy was in the hands of every teacher in the land.—*Virden News.*

After a careful perusal we pronounce it one of the most instructive publications issued.—*New London Record.*

A copy of this paper is full of profitable reading.—*Keyport Weekly.*

All teachers should see that their names are down on the subscription list.—*Corning True Union.*

Every teacher and every one fitting for that position ought to take the SCHOOL JOURNAL.—*Port Dover Union Herald.*

Devoted to educational interests as a specialty.—*Abbica Spirit of the West.*

We need it out here.—*Dollar City Democrat.*

It is designed especially to advance the cause of education.—*Horseheads Journal.*

Replete with valuable reading.—*Bureau Co. Republican.*

Teachers cannot do better than to subscribe for this paper.—*Lawrence Guardian.*

It commends itself to all persons interested in teaching.—*Rochester Post.*

We heartily commend it to educators.—*Fireside Guard.*

It stands at the head of educational periodicals.—*E. Liverpool Gazette.*

Every teacher should take the JOURNAL.—*Lafayette Co. (Wis.) Democrat.*

We commend its teachings.—*Louisville Ledger.*

It is edited with ability.—*Alabama Beacon.*

The JOURNAL contains well written editorials.—*Coldwell Co (Mo.) Sentinel*

An approximate test of the purity of drinking water can be made by the following simple method. In an ordinary quart bottle of *clear* glass three-quarters full of water dissolve a spoonful of pure white sugar (loaf or granulated), cork tight and put in a warm place. If at the end of forty-eight hours the water remains clear, it may be considered safely drinkable; if it becomes turbid and milky, it is impure and unfit to drink. Those who depend upon wells for drinking-water would do well to apply this test.

THE JOURNAL *needs nothing more than a little of the earnest personal help of its friends to give it a much larger subscription list for* 1884 *than it had in* 1883. *It will make every school-room it enters a better one, in many cases tenfold better.*

BOOK DEPARTMENT.

NEW BOOKS.

ENERGY IN NATURE. Wm. Lant Carpenter. New York: Cassell & Co. $1.25.

This book contains, with some additions, the substance of a course of six lectures delivered by the author in the autumn of 1881. It is designed to give those who have had little or no opportunity of studying the subject some idea of the mutual relations existing between the various so-called "forces of nature." It is expressed in the simplest language and yet with scientific accuracy. The illustrations used carry out the intention of the text to treat the subject in the plainest and most intelligible manner, and wherever technical terms are necessarily employed, they are carefully defined and explained. In the earlier pages the distinction between force and energy is drawn, and it is shown how the language of older books on the subject has been modified by the late development of the doctrine of energy and its conservation. In dealing with electricity, considerable pains has been taken to illustrate and explain the very latest developments of the subject. The book may shortly be describe as an endeavor to expound in popular, yet accurate language the meaning and consequences of that important principle known as the conservation of energy. It is provided, as every book of the sort should be, with an index. It is not saying too much to declare that there is no book of the kind extant more thoroughly fulfilling its purpose.

FALLACIES. A. Sidgwick. New York: D. Appleton & Co.

This is one of the International Scientific Series and, like the others, it is intended mainly for the general reader. It requires no previous technical training, and is written as much as possible from the unprofessional point of view. It deals very carefully with some aspects of logic and is widely suggestive in its way. Regarding points where logic might seem to clash with the furthest or deepest philosophy, all controversy is avoided by restricting the discussion to the questions that arise before such deepest philosophy begins.

The tendency of a study of fallacies is rather to discourage any leaning toward sophism by revealing its insecure foundations, and to such an extent as it does this, is the value of a work of this nature enhanced to the general reader. The author aptly says: "Logic may in fact be viewed as a machine for combatting fallacy. Like all machines, too, it is itself capable of much improvement in the certainty, the pace and the fineness with which it performs its work. But unlike machines of lifeless material, its final purpose is in constant danger of being forgotten for other interests, as men sometimes lose sight of their main intention, take means for ends, and become misers or enthusiasts."

ENGLISH POETESSES. Eric S. Robertsen, M. A. New York: Cassell & Co. $1.50.

It is extremely gratifying in this day of custom-made poetry, slip-shod editing, and milk-and-honey criticism to meet just such a book as this. It is a pleasure to read the verses of these English poetesses. Verses often beatiful, and almost uniformily honest and unaffected. There is genuine enjoyment to be taken in the introduction by the editor, whose "old-fashioned doctrine" as he chooses to call it, regarding Woman's relation to the writing of poetry evinces that sympathetic insight that so well qualifies him for editing in the best shape such a collection as the present. The list of names embraces writers from the time of Katherine Philips, the "Matchless Orinda," to our time. It includes with many familiar ones some that are comparatively unknown to the general American reader. A short interesting biography, and some critical comment accompies the selections from each writer, making the book altogether readable and attractive.

HEALTH AT HOME. A. H. Guernsey, and Irenaeus P. Davis, M. D. New York: D. Appleton & Co.

In recent years there has been a very perceptible forward movement in the matter of hygiene. People in general have come to realize the vast importance of the subject; and the result has been a number of simple, practical, common sense text-books. The present is one of the best of these. It treats of sanitary regulations, home surroundings, air, water, food, light, warmth, clothing, sleep, personal habits, and all that has a direct bearing on the subject. It is very plain and sensible, and cannot fail to do a good work.

NATURE OF MALARIA. J. M. Dowling, M. D. Pittsburgh: Stevenson & Foster.

A paper read before the American Institute of Homeopathy. The author after discussing various theories regarding the nature of malaria, states his own belief in the now generally accepted hypothesis; for which he advances apparently excellent reasons, that the poison known as malaria, invariably proceeds from without the system; is capable of reproducing itself under favorable circumstances, to an unlimited degree, and that it is composed of living beings known as bacteria.

ROTE SONGS OF THE NORMAL MUSIC COURSE. John W. Tufts. New York: D. Appleton & Co.

Merely to look at this little book is to be predjudiced in its favor, and on inspecting it one becomes more and more pleased. Its melodies form the second part of the First Reader of this course where they are employed as the introduction or preparatory work of the course, when used in schools. This edition is for the use of those desiring the addition of simple instrumental accompaniments. It is gotten up in most attractive style, the bright and familiar little songs being illustrated and enlivened in delightful fashion. It is sure to be popular.

ENGLISH COMIC DRAMATISTS. Edited by Oswald Crawfurd. New York: D. Appleton & Co.

This is a selection of scenes from some twenty comedies of English dramatists, from Shakespeare to Sheridan. The author very carefully distinguishes between 'pure comedy" and those other elements that go to constitute farce or satire. The introduction to the volume contains an interesting resume of the fortunes of legimate comedy; and each selection is accompanied by a critical estimate of the writer and the merits of the scene presented. The book is bound in parchment and is in outward appearance, in every way worthy of the reputation of the publishers.

GINN, HEATH & CO'S CALENDAR FOR 1884.

This is one of the neatest and in every way one of the best calendars of the year. It is made in the familiar block fashion, a separate leaf for each day of the year and each containing, beside date in full, a pithy selection from some great writer. The selection has evidently been made with care and discrimination, and is unusually happy in point and timeliness.

MAGAZINES.

The February *Wide Awake* richly deserves its name. It is an unusually good number. A fine frontispiece opens the number, and among its excellent features appear a pretty valentine story by Mrs. Humphrey; Miss Phelp's "A Brave Girl;" and a poem, At Freiburg Gates, by Mrs. Celia Thaxter. There are many other lively contributions and beautiful pictures.

The leading papers of the *Sanitarian* for February are "Hospitals for Contagious Diseases," by R. J. Farquharson, M. D.; "Milk as a Vehicle of Infection," by Dr. John Dougall; "Malaria or Bad Air," by Dr. W. C. Van Bibber, of Baltimore: "Yellow Fever," by Prof. S. E. Chaille, of New Orleans; "Education and Sanitation," by Dr. W. H. Watkins; and "Sanitary Questions in New York," by Drs. Janeway, Pomeroy, Stephen Smith and Vanderpool.

LITERARY NOTES.

Miss Elaine Goodale, the elder of the Sky Farm poets, has become one of the teachers of Indians at the Hampton School.

Miss Helen Taylor, the step-daughter of John Stuart Mill, is to write his biography for the series known as "English Philosophers."

One of the most vigorous discourses from Plymouth pulpit was that delivered Sunday morning, January 27, on "The Pulpit of To-day."

Victor Hugo calls Whittier a "womanly versifier," Lowell a "smart talker," and Holmes "afflictingly laughable." He regards Edgar A. Poe as the "Prince of American literature."

The Hon. Wayne MacVeagh contributes to the March *Century* a paper on "The Next Presidency," in which the ideal president is pictured. Dr. Charles Waldstein, will soon contribute an essay on "The Metopes of the Parthenon," giving an account of his recent discovery in the Louvre of a marble head by Phidias.

W. D. Howells is quoted as saying that he always keeps his manuscript six or seven months ahead of the time of publication. His nervous disposition makes it impossible for him to furnish matter at short notice. He says that after completing "A Foregone Conclusion" he rewrote the whole story before any part of it was given out for publication.

It is said that F. Marion Crawford, the novelist, during the morning remains in his rooms, breakfasting on fish, game, tomatoes, fruit, and tea, to cigarettes, and to work. At Sorrento he did his work every day on the sea-shore, swiming before luncheon, and rowing in the evening. In his writing-room at Rome a few busts and a couple of pictures are almost the only articles of decoration. The large plain table is bare of everything but paper, inkstand, and pens. Mr. Crawford is tall, dark-haired, blue-eyed, with powerful shoulders and muscular limbs.

The death of the well-known journalist Dr. John B. Wood has justly elicited many public expressions of regret. He began as printer's devil when sixteen years old, and has been in newspaper work ever since. In Mr. Greeley's time he was a proof-reader on the *Tribune*. In 1869 he became night editor of the *Sun*, and afterward was connected with the *Herald* and the St. Louis *Chronicle*. His skill in eliminating superfluous words and sentences from news reports earned him the title of The Great American Condenser.

BOOKS RECEIVED.

Barnes' General History. New York and Chicago: A. S. Barnes & Co.

Growth Through Obedience. Julius H. Seeyle. Boston: Ginn, Heath & Co.

The Nazarene. A poem. George H. Calvert. Boston: Lee & Shepard. $1.00.

Life At Puget Sound. Caroline C. Leighton. Boston: Lee & Shepard. $1.25.

The Boys of 'Thirty-Five. E. H. Elwell. Boston: Lee & Shepard. $1.25.

Luther. James Anthony Froude. New York: Charles Scribner's Sons. (Paper) 30 cents.

Worman's First Spanish Book. New York and Chicago: A. S. Barnes & Co.

Writing Exercises. Elias Longley. Cincinnati: Robert Clarke & Co. 15 cents.

Philosophy in Outline. W. D. Harris. New York: D. Appleton & Co. 50 cents.

Luther and the Reformation. Joseph A. Seiss, D.D. Philadelphia: Porter & Coates. $1.00.

Language Lesson Pictures. C. H. Ford. Chicago: Albert W. Landon. 10 cents.

Bryant Leaflets. Josephine E. Hodgden. New York: D. Appleton & Co.

Twelve Months in an English Prison. Susan Willis Fletcher. Boston: Lee & Shepard.

The Fonic Speler and Sylabater. C. W Larison, M.D. Ringos, N. J.: published by the author.

Nature of Malaria. J. W. Dowling, M.D. Pittsburgh: Stevenson & Foster.

Rote Songs of the Normal Music Course. John W. Tufts: New York: D. Appleton & Co.

Cædmon's Exodus and Daniel. Theodore W. Hunt. Ph.D. Boston: Ginn, Heath & Co.

English Comic Dramatists. Edited by Oswald Crawford. New York: D. Appleton & Co.

Handbook of Sanitary Information. Roger S. Tracy, M.D. New York: D. Appleton & Co.

The Post-Nicene Latin Fathers. Rev. George A. Jackson. New York: D. Appleton & Co.

Pictures of English Society. George Du Maurier. From *Punch*. New York: D. Appleton & Co.

Health At Home. A. H. Geurnsey and Irenæus R. Davis, M.D. New York: D. Appleton & Co.

The Elements of Botany. Prof. W. A. Kellerman. Philadelphia: John E. Potter & Co.

Lessons on the Human Body. Orestes M. Brand. Boston and New York: Leach, Shewell & Sanborn.

Methods of Teaching and Studying History. G. Diesterweg and others. Boston: Ginn, Heath & Co.

Schuyler's Complete Algebra. A. Schuyler, LL.D. Cincinnati and New York: Van Antwerp, Bragg & Co. $1.00.

Drainage and Sewerage of Dwellings. William Paul Gerhard. New York: William T. Comstock. $2.50.

How To Make $500 Yearly Profit with 12 Hens. Prof. A. D. Corbett. New York: Bretano Bros. 50 cents.

Fallacies. A. Sidgwick. N. Y.: D. Appleton & Co.

The Correspondence University Announcement. 1884, January.

Martin Luther. Edwin D. Mead. Boston: George H. Ellis.

Ray's Test Examples in Arithmetic. B. O. M. De Beck, A.M. Cincinnati and N. Y.: Van Antwerp, Bragg & Co. 35 cents.

Fenno's Favorites. N. Y. and Phila.: John E. Potter. 25 cents.

ST. JOHN HARPER.—Some of the very artistic illustrations that are found in the Readers and Geographies are by Mr. Harper. His work is easily recognized; it shows a careful study of nature, and it is constructed with careful reference to the principles of art. The publishers of text-books are doing an excellent thing in putting such work before the children; it will show them what real art is.

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Advertising rates will be sent on application o the Business Manager, JEAN ISIDORE CHARLOUIS, 21 Park Place, N. Y.

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Treasure Trove

FOR FEBRUARY.

contains an unusual amount of treasure for its readers. It has a fine frontispiece portrait of George Washington, accompanied by a short sketch of his life. Among other articles of especial interest, of which there is only room to mention the titles, are: "Charles XII. of Sweden, by Colin Maillard; "Two Confederate School-Girls Interviewing General Lee," by Margaret Meredith; "A Sunflower and its Uses;" a view of "Public Affairs," by Amos M. Kellogg; suggestions toward "Success with Poultry," by W. D.; "A Dip in the Mill-Pond," a brief story, by Edward A. Rand; a dialogue, "Just My Luck;" some good recitations both in prose and poetry; "Giving and Forgiving;" a lively installment of "Go Ahead;" "The Poet Laureate," with Thoughts from his Poems, by Alice M. Kellogg; and a caution about "Speaking Correctly," by Kirke Hazlitt. Besides these are other shorter articles educative and pleasing; poetic selections; bright illustrations; an attractive children's department and other features that go to make the magazine so eagerly looked for. The departments, Letter-Box and Question-Box are even better than usual.

Our readers' attention is called to A. S. Barnes & Co.'s advertisement on the first page, which announces a work which will interest all who teach Rhetoric. It is written by Mr. C. W. Bardeen, of the *School Bulletin*. A specimen copy will be sent to teachers for examination on receipt of $1.00.

Prof. George F. Holmes, of the University of Virginia, has revised his History of the United States, and the new edition has been published by the University Publishing Co. The typographical features of the book an bright and attractive, and new maps and illustrations have been added to it. The work is written in an attractive and scholarly manner, and the events brought down to the present time. No progressive teacher should fail to examine it.

C. W. Clark, of Boston, announces in another column that he is prepared to furnish schools with supplies, furniture, and stationery in any quantity and of the most improved pattern and quality, at short notice. Any orders sent to Mr. Clark will receive prompt attention.

The American Soapstone Finish Co. of Providence, has been very successful in their new blackboard enterprise. The Potter Blackboard is not surpassed for cheapness and durability. It is highly endorsed by many teachers and superintendents of schools. Circulars will be sent on application to the Company.

The Central Educational Bureau of Philadelphia, under the management of the Messrs. Dimon and Dunlap, are doing a good work, particularly in Pennsylvania. Many teachers are indebted to their exertions for the lucrative positions they now fill. The Agency has the confidence of the Principals of the leading institutions in that State.

The "Development Lessons" written by Prof. E. V. De Graff and Miss M. K. Smith, is handsomely bound and illustrated and is intended as a guide to teachers. From an examination of the work, we have no doubt that it will meet with a great demand, both writers being widely and favorably known. A. Lovell & Co., 15 Astor Place, New York, are the publishers.

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(Cut this out and preserve it.)

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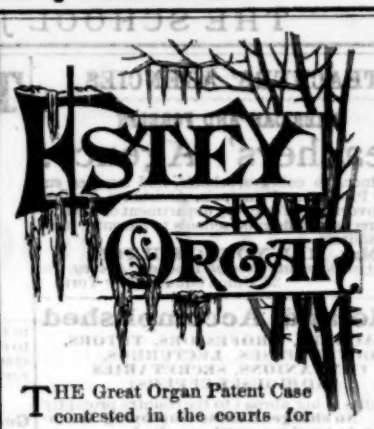

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Ind. Ed. Weekly,	w.	2.00	3.50	2.50
The School-Master, (Ill.)	s.-m.	1.50	3.25	2.25
Ill. School Journal,	m.	1.50	3.00	2.00
Practical Teacher, (Ill.)	s.m.	1.25	3.00	2.00
American Journal of Education, (Mo.)	m.	1.00	2.65	1.65
Normal Teacher, (Ind.)	m.	1.00	2.00	1.60
Pacific School Journal, (Cal)	m.	2.00	3.50	2.50
Teacher, (Pa.)	m.	.50	2.40	1.40
Wis. Journal of Education,	m.	1.00	2.75	1.75
Canada Ed. Monthly,	m.	1.50	3.00	2.00
Canada School Journal,	m.	1.00	2.75	1.75
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